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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on the Unemployment Insurance (UI) system. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points dealing with working with the UI system's agency representatives, considering availability of unemployment insurance when choosing a job, and using the UI system); sample learning activities; list of print resources and commercial ESL textbooks; resource sheets; sample lesson plan; transparency masters; learning activities and student handouts concerning sexual harassment and other women's work issues; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the lesson: interpret terms related to unemployment, explain UI, interpret and complete forms, role play interacting with claims officers, participate as a team member, record information accurately, and apply rules and principles to a situation. Included in the lesson plan are the following: objectives, description of the target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

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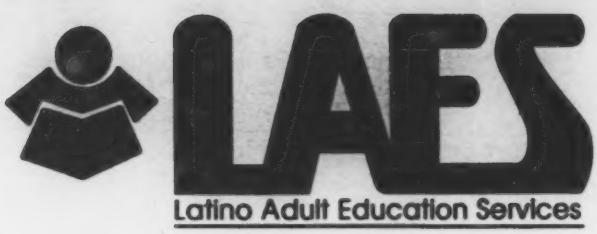

Tierra de Oportunidad

MODULE 3

Unemployment Insurance

Ed Kissam and Holda Dorsey

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INSTRUCTIONAL AREA
Advancing Work and Career

MODULE 3
Unemployment Insurance

Overview

Immigrant dominated industries have a tremendously high rate of worker turnover. Agricultural work is a paradigm case where there are tremendous levels of seasonal unemployment but other industries, such as tourism, and food services, have similar seasonal fluctuations in employment level and very high turnover.

Unemployment, as much or more than low hourly wages, puts a tremendous stress on immigrant workers, in part because a worker may suddenly discover that he or she is laid off for reasons beyond his or her control. Thus, unemployment insurance is a critical social safety net for immigrant workers. The system is complicated and unfamiliar for immigrants since other countries do not always have an unemployment insurance system.

The Unemployment Insurance System expects workers who receive benefits to be actively seeking work and to be able and available to accept work every day of the work week. This is a seemingly straightforward requirement that is, however, more complicated in some circumstances. In some cases, unemployed workers can participate in employment training while receiving unemployment insurance benefits.

Learning about unemployment insurance is not simply part of understanding workers' rights but, also, a way of beginning to think of work not simply in terms of jobs -- but in terms of careers, that is, constantly evolving strategies to get ahead.

Basic Skills Development

This curriculum module serves to build several basic, generic skills. It will be useful for the instructor to emphasize to the class how the module and the class activities contribute to these skills.

Basic Skills	using government pamphlets as reference materials on benefits eligibility, using tables to compute benefits based on earnings, communicating calmly in stressful situations (e.g. if a ui claim is disputed), describing situations objectively and clearly, asking questions (by phone or in person) to assure one understands correctly;

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Thinking Skills	analytic thinking , problem-solving, understanding technical definitions that are not common in everyday language, planning personal life to comply with requirements for receiving benefits, using UI support to search for a good job, knowing how to learn, reviewing regulations, filling out forms and answering questions, asking questions to clarify;
5Personal Qualities	self-esteem, recognizing the distinction between earned insurance benefits and public assistance benefits, recognizing one's right to be treated respectfully and courteously by government employees, self-management and integrity;
Using Resources	using time effectively; using government pamphlets to understand one's rights, asking questions of agency staff to clarify uncertainties;
Interpersonal Skills	conducting "business like" transactions with agency staff and seeking clear explanations
Using Information	tracking earnings carefully , securing all the information needed to understand technical concepts;
Working with Systems	understanding how to secure available benefits within the UI system, planning employment to assure eligibility for UI

Teaching Points

The teaching objective of this module is not to assure that learners know all the facts about the Unemployment Insurance System but, instead to make certain that the learners can interact successfully with agency representatives who form the system, take the availability of unemployment insurance into consideration in their job choices, and successfully use, not abuse, the system to improve their earnings.

1. **Every employment-authorized worker has a right to Unemployment Insurance (UI).** Unemployment insurance is not public assistance or welfare. It is an insurance system paid for by employer contributions, which presumes that most employment is permanent, full-time employment. It is every worker's right to receive unemployment while they look for another job.

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2. **Practically, many workers are not eligible for UI.** To be eligible for UI a person needs to meet a number of qualifications. Some may seem to be fair, some may not seem fair. They are the law, however:

a) UI is only available to workers who are laid off, not to those who are fired.

b) To receive UI, a worker must be available for work and search for work.

c) To receive UI, a worker must have made a minimum amount of money in the last eighteen months.

d) A worker's employer needs to have paid into the UI system for you. However, even if an employer has, illegally, not paid into the system, a worker may still be provided with UI.

e) To receive UI, a worker must be employment-authorized i.e., a citizen, a permanent resident, or authorized by INS to work. The unemployment insurance office is required by law to check employment authorization documents to see if they are genuine, but not all offices do this.

f) "Casual" domestic workers, for example, are not eligible for UI, nor are farmworkers working on very small farms. These factors should be taken into consideration in choosing among jobs.

3. **Unemployment benefits are insurance against unemployment.** They are based on two factors -- how much a person earned and when they earned it. Workers need to have made a minimum amount of money in a "base period" in order to claim UI benefits.

a) UI benefits usually amount to slightly less than half a worker's usual salary.

b) There is a week waiting period before becoming eligible, but it is useful for a worker to file a claim as soon as they can.

c) UI benefits usually last for about 13 weeks of unemployment, but, sometimes, are extended to 26 weeks. However, every claim has a maximum amount based on the amount the worker earned the previous year and once the maximum amounts of the claim pay outs are made, the worker will receive no more unemployment help.

d) UI benefits are not what is called earned income, but must now be reported on income tax returns. The Internal Revenue Service is notified of UI payments made to unemployed workers.

4. **Qualifying for Unemployment Insurance and dealing with problems that arise.** Reasonably, to receive unemployment insurance a worker must have quit the job for good cause or been fired without misconduct. Sometimes employers may dispute whether a worker has been fired for cause or been laid off or voluntarily left their job. Workers should be clear about the differences between these different situations. A worker must also be available for work and looking for work, even if they know their chances of being offered a job are not very good. Workers should understand the following concepts and read and complete these relevant forms:

a) The unemployment insurance application form;

b) The unemployment insurance handbook and notifications;

c) The notice of unemployment insurance award;

d) UI recipients biweekly reporting form (Continued Claim Form);

e) The distinction between being laid off and fired;

f) The meaning of able and available for work;

g) Guidelines about reasonable and unreasonable job search requirements in terms of distance traveled to work, and appropriate employment;

h) Penalties for supplying false information.

5. **Workers can get help with unemployment insurance claims and in searching for employment.** However, workers should help themselves first by being careful about whom they work for and how they are treated at work. Workers should be urged to:

a) Keep records -- notice of hire, pay stubs, layoff notice;

b) Be aware -- Does the employer seem legitimate? Does the pay stub show a UI contribution?

c) Practice remembering details -- Remember things in detail, clearly and calmly. Write down notes if you think there may be conflict;

d) Get help from the Employment Service (EDD). Workers deserve help and a speedy decision on their unemployment claim;

e) Request help in their own language orally and in writing if they don't know English well -- farm workers guaranteed by monitor advocates, other immigrants under Dymally-Alatorre (farm workers in "significant" MSFW offices, others if >5 percent of population);

f) Receive free legal services. These are available, in California, from CRLA, or, in some cases, from a legal services office or the local bar association.

6. **Employers may contest a worker's UI claim.** Particularly if a worker is having conflicts with an employer, it would be wise to clearly jot down notes about how these conflicts arise and what happens because if the worker is fired they would need to show they were fired unfairly (i.e. not for misconduct). Other circumstances might also need to be carefully documented. For example, a worker may have left a job for "good cause" which can include, for example, a doctor's recommendation that the employee should change jobs for health reasons and be eligible for benefits but, clearly, there must be clear documentation of that.

Sample Learning Activities

1. Survey the class orally to see how many have been unemployed -- in the last three months, in the last six months, in the last year? Estimate lost earnings from unemployment. Estimate benefits from unemployment.

2. Survey who in the class has applied for unemployment insurance and who found it easy and who found it hard.

3. Use the Employment Development Department Table of benefits to estimate how much people's UI claims amount to, based on the amount of earnings they had in their "base quarter".

4. Role play different scenarios of employer-employee conflict which can result in either layoff-, being fired, or walking off the job.

5. Pass out Unemployment Insurance claimants' handbooks in class.

6. Given a standard ambiguous scenario of a typical claimant's week -- e.g., car broken one day, a child sick another day, have the class fill out UI claims for the fictional claimant. Compare if and how reports are different.

7. Ask the class to compare good and bad experiences with UI. Ask the class to see if they could give advice, with their new information on UI, on how to handle the situation more successfully. Emphasize the assumptions made by the system about applicant's duties, about the feasibility of seeking help, and the right to appeals.

8. Role play visit to a UI office in English. Have role-playing applicants, if necessary, ask for Spanish-speaking claims worker.

9. Using the Applicant's handbook and the calendar practice calculating application dates for UI.

10. Ask students in class to begin keeping records of their earnings if they do not already do that and help them keep records for the first several weeks.

11. Ask students to pair off and for each pair to help each other estimate their claim amount if they were to become unemployed immediately and help them with the task.

12. Invite an UI claim processing worker or local office manager to talk to the class.

13. Review and fill out an UI Initial Claim, an UI Continued Claim, an Employment Separation Statement, or a Job Service Application.

14. Review EDD legal notification about job applicants' and unemployment insurance claimants' rights, and Work Authorization Documents' list.

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Resources

1. UI Claimant's Handbook --English and Spanish.

2. Important Information for Job Applicants and Unemployment Insurance Claimants including Table -- "Determining Weekly and Maximum Benefit Amounts".

3. Notice of UI award

4. UI Continued Claim Form

5. Handout -- The Meaning of Able and Available -- Employment Law Office/Legal Aid Foundation of Los Angeles.

Commercial ESL Textbooks

- Speaking Up at Work, Oxford University Press
  Unit 7, Section 3, Understanding Benefits

- The Working Culture, Career Development for New Americans, Book 2,
  Prentice Hall Regents
  Part 3, Economic and Legal Awareness: Chapter 11, Work Hours, Pay, Deductions, and Benefits

- Workplace Dynamics, SLRC Library

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SAMPLE LESSON PLAN

03. UNEMPLOYMENT INSURANCE

OBJECTIVES

- to interpret terms such as: laid off, fired;
- to explain Unemployment Insurance;
- to interpret and complete forms;
- to role play interaction with claims officer;
- to participate as a member of a team;
- to record information accurately;
- to apply rules and principles to a situation.

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Chairs and small tables to facilitate pair or small group activities.

TO BRING

Transparencies: objectives, vocabulary, questions, UI claim.
Handouts: Reading, UI forms
3 x 5 Vocabulary Cards

TO DO AHEAD

3 x 5 vocabulary cards
Pick up Unemployment Insurance Claim Forms from EDD.
Transparencies.

MEDIA USED

Overhead.

STEPS

Introduction
Presentation
Vocabulary - Matching
Reading - Quiz
Break
UI Claim
Writing
Role Play
Reflection
Evaluation

Lesson Plan: 03. Unemployment Insurance

	Introduction	Teacher surveys the class orally to see who has been unemployed, in the last three months, six months, or year.
(10 min)	*Prior Knowledge Activation* *• Warm-Up Exercise*	Students describe if they applied for unemployment insurance and whether it was easy or hard. Students describe if they did not apply for unemployment insurance and why.
	Presentation	Teacher states the objectives of the lesson. You will:
(10 min)	*Information Preview* *• State Objectives Formally*	interpret terms such as: laid off, fired; explain Unemployment Insurance; interpret and complete forms;
	overhead	role play interaction with claims officer. You will also practice: participating as a member of a team; recording information accurately and completely; applying rules and principles to a situation and determining resolution.
	Vocabulary	Teacher hands out 3 by 5 cards with vocabulary words: laid off fired walked off strike pink slip docked seniority notice quitting resigned retired probation contract demoted reinstated attrition downsize hiring freeze relocate leave of absence family leave sick leave
(20 min)	*Motivation* *• Establish Need*	
	print	Students work in pairs or small groups to define the vocabulary words. Teacher calls on students at random to explain a vocabulary word to the group.
	Matching	This is a variation of "Jeopardy". Teacher collects all 3 by 5 cards and shuffles them.
(20 min)	*Practice & Feedback* *• Creative Practice*	Students form two groups. Each group selects a recorder. The recorder will write the points accrued by the team. There is one point for each correct answer. The teams will formulate grammatically correct "Wh" questions, using the word stated by the teacher. The teams will take turns, if a team misses the other team can try for an extra point. Example: Teacher says: "Fired" Team member says: "When was George fired from his job?"

Lesson Plan: 03. Unemployment Insurance

	Reading	Teacher separates the students in two groups.
(20 min)	*Information Acquisition* *• Silent Reading*	Group A becomes familiar with the information in Handout 1. Group B becomes familiar with the information in Handout 2. Each student in the group becomes an expert on the topic by reading, discussing, and analyzing the information.
	reading	Groups A and B merge to form groups of 5 or 6 students where they teach each other.
	Quizz	Teacher asks a question, students in groups of 5 or 6 consult with each other to make sure everyone in the group knows the answer. Then one student is called upon to answer.
(15 min)	*Practice & Feedback* *• Q & A*	
	overhead	What workers are eligible for Unemployment Insurance? What are the Unemployment Insurance benefits? How can a person qualify to receive Unemployment Insurance? What information should a worker keep?
	Break	Students may take 15 minutes to stretch, walk around, have some refreshments, or use the facilities.
(15 min)	*Other* *• Break*	
	UI Claim	Teacher shows a sample UI claim on a transparency and walks the students through it by asking questions:
(15 min)	*Practice & Feedback* *• Group Practice - Guided*	Where do you write your name? What does item 7 refer to? Where do you write the date you last worked?
	overhead	Where do you write the information about your last employer? Etc.

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Lesson Plan: 03. Unemployment Insurance

	Writing	
(10 min)	*Practice & Feedback* *• Individual Practice - Indep.*	Students complete a sample UI claim. Teacher walks around checking that the form is completed correctly and neatly.
	Role Play	Students work in groups of four. The group reviews the UI claims.
(20 min)	*Practice & Feedback* *• Role Play*	Three of the students role play the interviewers, the fourth responds to their questions regarding the claim. The interviewers decide if the claim is valid or not. They rotate until all four claims have been analyzed.
	Reflection	Students reflect on what they have learned. Volunteers may express their thoughts aloud to the class.
(15 min)	*Closure* *• Reflection*	
	Evaluation	Students review the objectives presented and evaluate their personal knowledge gain.
(10 min)	*Closure* *• Instructor Summary*	You can: interpret terms such as: laid off, fired, walked off; explain Unemployment Insurance benefits and eligibility; interpret and complete UI forms; role play interaction with claims officer.
	overhead	You also practiced: participating as a member of a team; recording information accurately and completely; applying rules and principles to a situation and determining resolution.

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Unemployment Insurance

Objectives

You will:

interpret terms such as: laid off, fired, etc.;

explain Unemployment Insurance benefits and eligibility;

interpret and complete UI form;

role play interaction with claims officer.

You will also practice:

participating as a member of a team;

recording information accurately and completely;

applying rules and principles to a situation and determining resolution.

laid off HDorsey - LAES	fired HDorsey - LAES
walked off HDorsey - LAES	strike HDorsey - LAES
leave of absence HDorsey - LAES	pink slip HDorsey - LAES
docked HDorsey - LAES	seniority HDorsey - LAES

notice HDorsey - LAES	quitting HDorsey - LAES
resigned HDorsey - LAES	retired HDorsey - LAES
probation HDorsey - LAES	contract HDorsey - LAES
demoted HDorsey - LAES 17	reinstated HDorsey - LAES

attrition HDorsey - LAES	downsize HDorsey - LAES
hiring freeze HDorsey - LAES	relocate HDorsey - LAES
family leave HDorsey - LAES	sick leave HDorsey - LAES
HDorsey - LAES	HDorsey - LAES

Unemployment Insurance

• **Every employment-authorized worker has a right to Unemployment Insurance (UI).** Unemployment insurance is not public assistance or welfare. It is an insurance system paid for by employer contributions, which presumes that most employment is permanent, full-time employment. It is every worker's right to receive unemployment while they look for another job.

• **Practically, many workers are not eligible for Unemployment Insurance.** To be eligible for Unemployment Insurance a person needs to meet a number of qualifications. Some may seem to be fair, some may not seem fair. They are the law, however:

a) Unemployment Insurance is only available to workers who are laid off, not to those who are fired.
b) To receive Unemployment Insurance, a worker must be available for work and search for work
c) To receive Unemployment Insurance, a worker must have made a minimum amount of money in the last eighteen months.
d) A worker's employer needs to have paid into the Unemployment Insurance system for you. However, even if an employer has, illegally, not paid into the system, a worker may still be provided with Unemployment Insurance
e) To receive Unemployment Insurance, a worker must be employment-authorized, i.e., a citizen, a permanent resident or authorized to work by INS. The unemployment insurance office is required by law to check employment authorization documents to see if they are genuine, but not all offices do this.

• **What are Unemployment Insurance benefits?** Different unemployed people get different amounts of unemployment insurance.

a) Unemployment Insurance benefits usually amount to slightly less than half a worker's usual salary.
b) There is a week waiting period before becoming eligible, but it is useful for a worker to file a claim as soon as they can.
c) Unemployment Insurance benefits usually last for about 13 weeks of unemployment, but, sometimes, are extended to 26 weeks. However, every claim has a maximum amount based on the amount the worker earned the previous year and once the maximum amounts of the claim pay outs are made, the worker will receive no more unemployment help.
d) Unemployment Insurance benefits are not what is called earned income, but must now be reported on income tax returns. The Internal Revenue Service is notified of Unemployment Insurance payments made to unemployed workers.

Unemployment Insurance

• **Qualifying for Unemployment Insurance and dealing with problems that arise.** Reasonably, to receive unemployment insurance a worker must have quit the job for good cause or been fired without misconduct. Sometimes employers may dispute whether a worker has been fired for cause or been laid off or voluntarily left their job. Workers should be clear about the differences between these different situations. A worker must also be available for work and looking for work, even if they know their chances of being offered a job are not very good. Workers should understand the following concepts and read and complete these relevant forms:

a) The unemployment insurance application form;
b) The unemployment insurance handbook and notifications;
c) The notice of unemployment insurance award;
d) Unemployment Insurance recipients biweekly reporting form (Continued Claim Form);
e) The distinction between being laid off and fired;
f) The meaning of able and available for work;
g) Guidelines about reasonable and unreasonable job search requirements in terms of distance traveled to work, and appropriate employment;
h) Penalties for supplying false information.

• **Getting Help**. Workers can get help with unemployment insurance claims and in searching for employment but should help themselves first by being careful about whom they work for and how they are treated at work. Workers should be urged to:

a) Keep records -- notice of hire, pay stubs, layoff notice
b) Be aware -- Does the employer seem legitimate? Does the pay stub show a Unemployment Insurance contribution?
c) Practice remembering details -- Remember things in detail, clearly and calmly. Write down notes if you think there may be conflict.
d) Get help from the Employment Service (EDD). Workers deserve help and a speedy decision on their unemployment claim.
e) Request help in their own language orally and in writing, if they don't know English well -- farm workers are guaranteed by monitor advocates, other immigrants under Dymally-Alatorre.

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SIGNING UP FOR UNEMPLOYMENT INSURANCE

To Read

1. Read the form below.

UNEMPLOYMENT INSURANCE CLAIM					
1. SOCIAL SECURITY NUMBER				2. ☐ MALE	☐ FEMALE
3. NAME: FIRST	LAST	MIDDLE			
4. ADDRESS: NUMBER	STREET	APARTMENT			
5. CITY	STATE	ZIP CODE			
6. AGE	CIRCLE LAST GRADE COMPLETED Elementary School / High School / College 7. 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17+				
8. DATE YOU LAST WORKED MONTH / DAY / YEAR	9. NAME OF LAST EMPLOYER				
10. ADDRESS: NUMB	STREET	CITY	STATE	ZIP CODE	
11. I AM NOT WORKING FOR MY LAST EMPLOYER BECAUSE:					
12. WILL YOU GO BACK TO WORK FOR YOUR LAST EMPLOYER? IF "YES" WHEN?				☐ YES	☐ NO
13. WILL YOU BE GETTING VACATION PAY? If "Yes" HOW MUCH?				☐ YES	☐ NO
14. PRINT OTHER NAMES YOU HAVE USED IN THE PAST					
LIST ALL YOUR EMPLOYERS FOR THE PAST 52 WEEKS. START WITH YOUR LAST EMPLOYER.					
15. DATE: BEGAN WORK _____ ENDED WORK _____	NAME OF LAST EMPLOYER:				
	ADDRESS: NUMBER	STREET	CITY	STATE	ZIP CODE
16. DATE BEGAN WORK _____ ENDED WORK _____	NAME OF NEXT TO LAST EMPLOYER:				
	ADDRESS: NUMBER	STREET	CITY	STATE	ZIP CODE
17. DATE: BEGAN WORK _____ ENDED WORK _____	NAME OF EMPLOYER:				
	ADDRESS: NUMBER	STREET	CITY	STATE	ZIP CODE
18. TODAY'S DATE MONTH/DAY/YEAR	If you sign here, you are stating all the information above is correct. SIGN:				19

Armstrong, Fiona Ann. The Reality Of Work And Promotion.
New York. McGraw-Hill, Inc. 1980

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Unemployment Insurance"

1. How confident are you that you have the information you need about your rights to collect unemployment insurance (UI), if you are unemployed,

	For each line, Please check the box that applies to you			
How confident are you that you know:	**Not Very Confident**	**A Little Confident**	**Quite Confident**	**Know all I need to know**
a. the rights of legal immigrants and of citizens to collect UI				
b. how to know if you've worked enough to qualify for UI				
c. how much you can expect to get				
d. what to do if your employer didn't comply with the law and make UI contributions				
e. about your rights to UI if your employer decreases the number of hours you can work per week				
f. about your rights if it's not clear whether you were fired or laid off				

2. Marta needs advice. Please read the information she provided and give her advice by answering the questions below it.

Background: Marta works every year in cherries in Modesto. She just had a baby and this is the first work she's had in 18 months. It's been a bad year for her and her husband, but in May they finally found work at a big farm in cherries. This went really well for five weeks, and she earned $220 a week during this time. Then it rained, however, and she was laid off. Now she's asked you the following questions:

a. Is she eligible for UI?

b. How much can she expect to get?

c. If she does get it, does she have to report the money she gets on her taxes?

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3. How confident are you that you have the information you need about your responsibilities when you collect unemployment insurance (UI), if you are unemployed.

	For each line, Please check the box that applies to you			
	Not Very Confident	**A Little Confident**	**Quite Confident**	**Know all I need to know**
a. about whether the money you receive as UI has to be reported on your income tax return				
b. about looking for work				
c. about deciding to take a job you're offered				
d. the penalties for giving false information when you apply for UI				

4. What do you know about the process of getting UI -- how confident are you that you have the information you need:

	For each line, Please check the box that applies to you			
	Not Very Confident	**A Little Confident**	**Quite Confident**	**Know all I need to know**
a. about asking EDD workers to explain things to you in Spanish if you want				
b. about the availability of free legal advice if there is a dispute				
c. about the difference between being laid off and fired				
d. about the meaning of being "able and available for work"				
e. about the information you need to have if your employer disputes your UI claim				

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5. How important is for you to learn more about how to do the following?

How to:	For each line, Please check the box that applies to you			
	Not Important	**A little Important**	**Quite Important**	**Very Important**
a. Use administrative forms, including tables and charts, to figure out what you will get for UI				
b. Estimate earnings in a base period to project weekly benefits				
c. Estimate for how long you can get UI				
d. Document and keep good records of your earnings				

6. What would you like to learn about what being covered by Unemployment Insurance means?

I want to learn:

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Date: _____

Student Name _____

Teacher Name _____

Module 3
Unemployment Insurance

Instructions: Below are several situations related to obtaining unemployment insurance. Please read them and address the question posed at the end of each "situation." Students can work independently or in pairs. The questions are in the shaded area. Writing in non-shaded areas is background information for the questions.

Situation 1. Juana had worked for the Jones family, and lived with them as a domestic worker, for three years. Juana cleaned their home, took care of their two daughters and prepared the evening meal. Juana was paid $210 for a 40 hour work week. Juana had weekends off. Six months ago Mrs. Jones began taking tennis lessons on Saturday mornings. She asked Juana to make breakfast for the family, watch her daughters and start the laundry. This meant that Juana worked four or five more hours per week, but did not get paid any more money.

a. If Juana leaves her job will she qualify for unemployment insurance benefits?

b. What can she expect to get paid?

c. What would you recommend Juana to do? She needs to support her 3 children. Explain your answers.

d. Write a short dialog showing what Juana says to Mrs. Jones to tell her about the problem.

Juana: _____

_____

Mrs. Jones: _____

_____

Juana: _____

_____

Mrs. Jones: _____

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Situation 2.
Virginia has worked for a furniture store for ten years. She has gotten along well with her co-workers and her employer. She feels sure of her position on the job. On a number of occasions, however, Virginia has called in to work to say she is sick and cannot come to work that day. Also, her employer has discovered long-distance telephone charges which cannot be explained, and he believes these are related to Virgina's repeated disappearances from her work station.

a. **What would you do if you were Virginia's boss? What are alternative things he could do?**

b. **Write a short dialog of how you imagine a conversation when Virginia's boss discusses this with her**

Virginia's Boss:_____

_____

Virginia:_____

_____

Virginia's Boss:_____

_____

Virginia:_____

c. **What if Virginia really was sick and her employer fires her? How could she find out about if she should or could get UI? Please explain.**

d. **Do you believe Virginia would qualify for Unemployment Insurance benefits if he decides to dismiss her from her job? Explain your answers.**

LAES

Situation 3. Rafael has been working at a steak house preparing food in the kitchen. The manager comes into the kitchen and announces that the restaurant chain is closing and will declare bankruptcy. Rafael is now unemployed after two years of steady work. Rafael only recently got his Green Card (Mica).

a. **Will he be eligible for Unemployment Insurance benefits?**

b. **How long will they last?**

c. **What kind of information should Rafael carry with him when he files a claim for UI benefits? Please explain your answer.**

4. **Did you benefit from your work on this module regarding any of the following?**

Your ability to:	Yes/ No	Please comment on either: 〈 How you benefited; or 〈 Why you feel this module was not useful for you in this area
a. Use tables and charts, to figure out what you will get for UI		
b. Estimate earnings in a "base period" to figure out how much UI you would get per week		
c. Estimate for how long you can get UI		
d. Document and keep adequate records of your earnings		
e. Understand your rights to have EDD workers give you information in Spanish if you want		
f. about the availability of free legal advice if there is a dispute about your eligibility for UI		
g. about the difference between being laid off and fired		
h. about the meaning of being "able and available for work"		
i. about the information you need to have if your employer disputes your UI claim		

LAES

5. What would you tell another student about this module, if you were asked to describe it, the work you did during it, and what You Learned from it—both about talking to EDD and about your rights and responsibilities.

6. What additional explanation or practice or information do you think you need to use the information in this module even better than you can now?

LAES

Scoring
"Unemployment Insurance"
Module 3

Instructor Note: This page presents a checklist of factors a student might list in answering questions associated with the situations presented in the post-module activities for "Unemployment Insurance"—Module 3.

Situation 1: Juana a non-casual domestic worker for the Jones

a. If Juana leaves her job will she qualify for unemployment insurance benefits?
b. What can she expect to get paid?
c. What would you recommend Juana to do?

a. Yes she will qualify for UI; but a casual domestic worker probably would not.
b. She can expect to get a little less than half of what she was making per week, i.e. $100 in UI
c. Review for language, cultural issues, negotiating strategies, explicit decision making

Situation 2: Virginia and her boss

a. What are alternatives for Virginia's boss
b. Write a short dialog
c. How could Virginia figure out if she could get benefits?
d. Do you believe Virginia would qualify for Unemployment Insurance benefits if he decides to dismiss her from her job? Explain your answers.

e. He could dismiss her, or put a notice in her file, or discuss the issue with her and how he needs to be able to trust her, and set job performance benchmarks for next evaluation.
f. Review language and grammar and responsiveness of the dialog
g. She could request a UI handbook or look in the phonebook for a provider of free legal services.
h. No she wouldn't qualify for UI, if dismissed for cause

Situation 3: Rafael, a kitchen worker for 2 years.

a. Will he be eligible for UI
b. How long will the UI benefits last, if he is eligible?
c. What kind of information should Rafael carry with him when he files a UI claim, if he's eligible

d. Yes.
b. Up to 26 weeks
c. His MICA, Notes about how long he worked and whether he worked steadily and about how much he made—ideally his W-4 form for the previous year; name and address of the place he worked

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